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ABSTRACT

This collection of essays by college instructors who teach in the humanities, social sciences, science, and education, addresses the challenges faced by professors who believe that teaching responsibly requires an honest examination of race. Papers include "Introduction: Race in the College Classroom" (Maureen T. Reddy and Bonnie TuSmith); "Two Voices from the Front Lines: A Conversation about Race in the Classroom" (Karen Elias and Judith C. Jones); "Teaching in Florida: The End of Affirmative Action and the Politics of Race" (Sarika Chandra); "A Ghost in the Collaborative Machine: The White Male Teacher in the Multicultural Classroom" (Peter Kerry Powers); "Decentering Whiteness: Resisting Racism in the Women's Studies Classroom" (Patti Duncan); "Smashing the Rules of Racial Standing" (Maureen T. Reddy); "When the Political is Personal: Life on the Multiethnic Margins" (Jennifer Ho); "The Entanglements of Teaching 'Nappy Hair'" (Rebecca Meacham); "Beyond Bull Conner: Teaching Slavery in Alabama" (Fred Ashe); "Fear and the Professional Center" (Kevin Everod Quashie); "Out on a Limb: Race and the Evaluation of Frontline Teaching" (Bonnie TuSmith); "Whiteness on a White Canvas: Teaching Race in a Predominantly White University" (Karyn D. McKinney); "Gift Wrapped or Paper Bagged?: Packaging Race for the Classroom" (Rajini Srikanth); "The Question of Comfort: The Impact of Race on/in the College Classroom" (Virginia Whatley Smith); "Far More than Frybread: The Tender Issue of Race in Teaching Literature" (Roberta J. Hill); "Menaced by Resistance: The Black Teacher in the Mainly White School/Classroom" (Gitahi Gititi); "Strategies for Surviving Race in the Classroom" (Karen J. Leong); "Traps, Pitfalls, and Obstacles: Challenges to Confronting Racism in Academia" (Brenda Boudreau and Tami Eggleston); "Confronting the 'Screaming Baboon': Notes on Race, Literature, and Pedagogy" (Jose L. Torres-Padilla); "Centering the Margins: A Chicana in the English Classroom" (Norma E. Cantu); "Race, Discomfort, and Love in a University Classroom" (Daniel P. Liston and Sirat Al Salim); "Moonwalking

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Technoshamans and the Shifting Margin: Decentering the Colonial Classroom" (Louis Owens); "The Colorblind Cyberclass: Myth and Fact" (Sharon Packer); "Skinwalking and Color Linecrossing: Teaching Writing against Racism" (Gary L. Lemons); "Racing into the Academy: Pedagogy and Black Faculty" (A. Yemisi Jimoh and Charlene Johnson); "Between a Rock and a Hard Place: Teaching the Biology of Human Variation and the Social Construction of Race" (Joseph L. Graves, Jr.); and "Conclusion: Teaching to Make a Difference" (Brenda Boudreau and Tami Eggleston). (Contains 52 selected references.) (SM)

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